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ABSTRACT

This document is designed to show the connections between assessment tools available for primary and intermediate grades in the Kentucky public schools. Sections of the document outline the essential assessment tools and give information about how they support and mirror each other. These tools can be used to bridge the knowledge of primary and fourth-grade teachers to assist in improving student performance on accountability assessments. As part of Kentucky's educational reform efforts, the primary program was redefined in 1991. Organized around critical attributes, the primary program establishes curricula for the subject disciplines. The challenge to bring curriculum and assessment together has necessitated the development of assessment tools to help teachers document learning. One tool specifically designed for this purpose is the Kentucky Early Learning Profile (KELP), a multifaceted system that uses conversations with parents and students, observation, performance assessments, learning descriptions, and teacher reporting tools. The fourth-grade standards and assessments are described, so that primary teachers can work to integrate their instruction with that to be provided in the higher grades. A chart shows the links among curriculum, instruction, and assessment in the elementary grades. A section on assessment connections from the primary classroom through grade 5 describes accountability assessments and their uses, emphasizing the Kentucky Instructional Results Information System for different subject disciplines and their performance-based assessments. Resources for elementary school teachers are described. (SLD)

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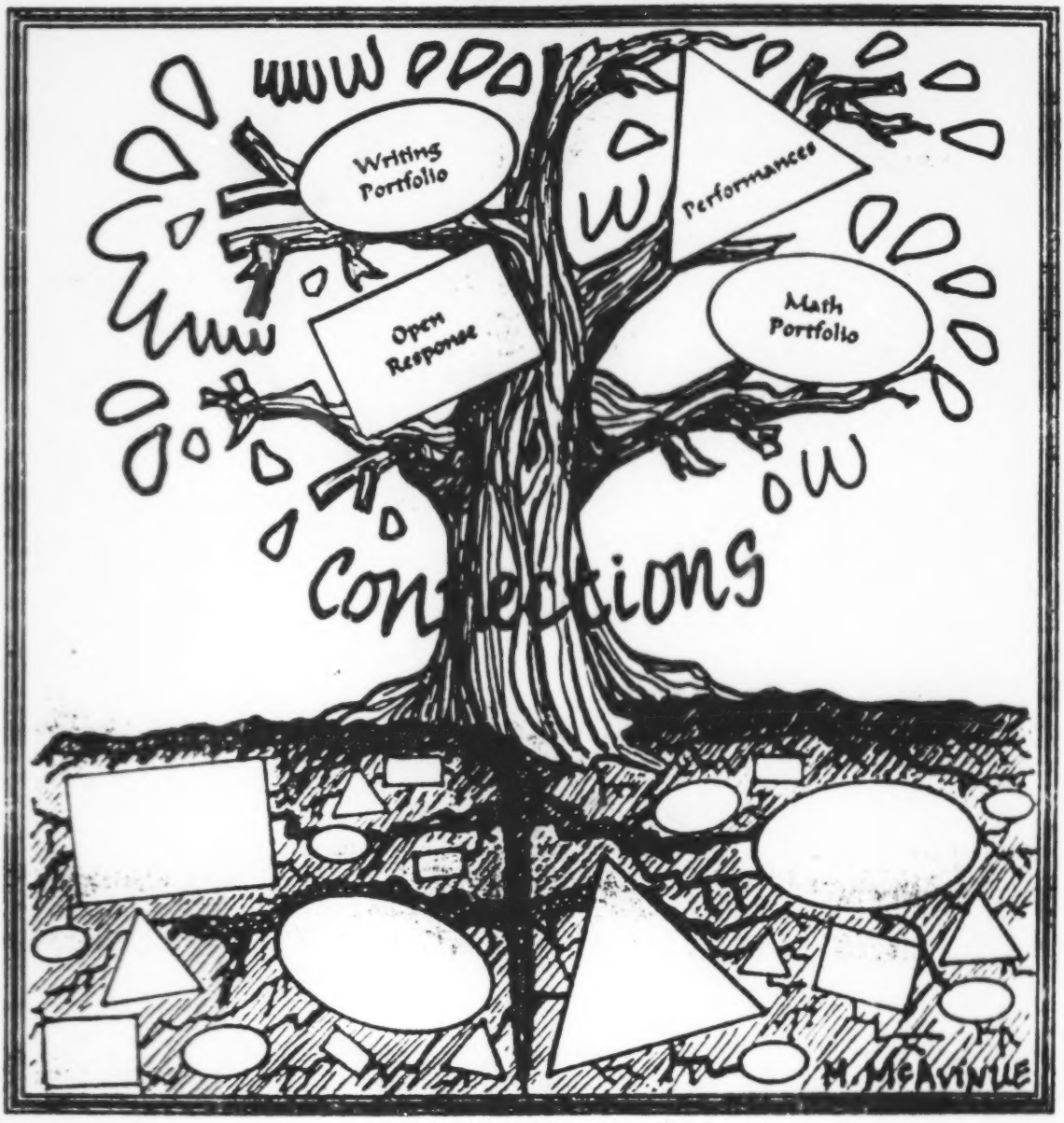
ASSET

Assessment Simplification System for Elementary Teachers



The Roots of Success Begin in Primary

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How Did We Get Here?

This document is designed to show the connections between the assessment tools available for primary and intermediate grades. The following sections of the document will outline all the essential assessment tools and will provide information about how they support and mirror each other. Together these tools can be used to bridge the knowledge of primary and fourth grade teachers and assist in improving student performance on accountability assessments. To help teachers obtain and use the tools referenced, supporting materials and resources are listed at the end of this document.

Learning Goals, Academic Expectations, Demonstrators, and Content Guidelines

Kentucky's Education Reform started in 1990 with Six Learning Goals. The goals for students are

Goal 1: Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

Goal 2: Develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

Goal 3: Develop their abilities to become self-sufficient individuals.

Goal 4: Develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.

Goal 5: Develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

Goal 6: Develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

In an effort to connect these goals with what happens in classrooms, the Academic Expectations were developed (originally called Valued Outcomes). The development of the Academic Expectations involved Kentucky educators, parents, and business people who established 75 outcomes that extended each of the Learning Goals. These outcomes, originally released in the spring of 1992, were later refined, clarified, and reduced in number to become the Academic Expectations in 1994. (See *Transformations: Kentucky's Curriculum Framework*)

In addition, to assist teachers in recognizing student progress toward meeting the Academic Expectations, the Kentucky Department of Education developed demonstrators of student performances at the elementary, middle, and high school levels. The Academic Expectations, along with the demonstrators, are the heart of *Transformations: Kentucky's Curriculum Framework*.

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Transformations: Kentucky's Curriculum Framework is an excellent resource for teachers as they design and align their school or district curriculum. It includes

- Learning Goals
- Academic Expectations
- Demonstrators
- Learning Links
- Related Concepts
- Sample Teaching/Assessment Strategies
- Ideas for Incorporating Community Resources

Districts continued to ask for more guidance in aligning their curriculum with the assessments. In an effort to identify skills and content to assist districts in their design, content guidelines in arts and humanities, mathematics, practical living, reading, science, social studies, vocational studies, and writing have been developed by educators. These Content Guidelines for Assessment are being revised and were distributed in the fall of 1995.

Kentucky's Primary Program

During 1991 the primary program was defined. Keeping in mind the Learning Goals and the knowledge of how children learn, the Kentucky Department of Education developed seven critical attributes to guide its newly-created primary program. Input was given from various primary committees (including teachers, administrators, and college professors). These attributes form the foundation for all primary programs in Kentucky. An explanation and examples of the critical attributes can be found in Statute (KRS 153.030). This information is also restated and explained in the *Wonder Years* and *Recommended Best Practices for Kentucky's Primary Program.*

The critical attributes of Kentucky's primary program are

- Developmentally Appropriate Practices
- Multi-Age/Multi-Ability Classrooms
- Continuous Progress
- Authentic Assessment
- Qualitative Reporting Methods
- Positive Parent Involvement
- Professional Teamwork

The primary program, organized around the critical attributes, provides four to six years for students to develop the skills, content knowledge, and processes needed to be successful in the fourth grade. The environment calls for a rich variety of reading materials and objects to investigate, as well as tables or grouped desks which allow for group work and discussions. Instructional methods center around the teacher guiding children in their learning and providing them opportunities to make decisions about choices they have in completing tasks or activities essential to their learning. Most direct teaching is accomplished during large group sessions during which appropriate skills, processes, or information are introduced or reviewed. Small group time allows for review when only a small number of students need help, support, or enrichment.

The primary curriculum includes

- Reading based on literature with specific skills taught as needed (includes a variety of types of reading)
- Writing taught as a process with specific skills taught as needed (includes a variety of types of writing)
- Mathematics introduced with real objects (manipulatives) and based on problem-solving activities that reflect what students do in real life
- Science based on exploring and understanding the process of science
- Social studies based around the community, including current events from the students' world
- Arts and humanities - including music, drama, visual arts, dance and motor development
- A main concept or thematic unit directly related to subjects and the Academic Expectations
- Learning centers directly related to subjects and the Academic Expectations
- Learning activities involving two or more subjects to solve problems or complete projects
- Opportunities for students to use a variety of ways and a variety of strengths (intelligences) to learn
- Opportunities for students to experience success, gain confidence, learn skills, content, and processes that meet their personal needs as they reach the standards set at Grade 4

Supporting Materials

There are many supporting pieces to help teachers adapt instructional strategies for classrooms. The purpose of most of these supporting materials is to assist teachers in understanding and putting into action systems, techniques, and activities that connect learning and assessment. Units of Study have been developed by the Division of Curriculum to be used as samples in developing additional units for intermediate classrooms. *The Planbook for Meeting Individual Needs*, designed by the Primary Division, helps teachers adjust their classroom practice to focus on individual students at any level. There are also many documents, developed by districts, to aid in the development of curriculum and instructional techniques. Many of these are shared through regional meetings, study and support groups, consortia, and regional professional development cooperatives. A list of supporting materials, with a description of each item, is included in the back of this document.

Ongoing Assessment

Since the emphasis on learning has shifted toward students making meaning out of life, developing skills, and learning content, the assessment of students has also changed. Curriculum and assessment must complement each other because the focus of each is essentially identical.

The challenge to bring curriculum and assessment together necessitated development of assessment tools to help teachers document the learning that occurs throughout the primary program. One tool specifically designed for this purpose is the Kentucky Early Learning Profile (KELP). It has evolved through a 3-step process (Pilot: Spring of 1993; Field Study: 1993 - 1994 school year; and Implementation: Fall 1994 and beyond). Teachers from across the state made suggestions concerning refinements, additions, and changes. Other tools include the Teacher's Handbooks for Writing and Mathematics Portfolios. The first Writing Handbook was distributed in 1992, and Mathematics in 1993. The handbooks are updated yearly. Another important tool being prepared for teachers is the Primary Performance Tasks. The tasks are going through a two-stage development, piloting during the fall of 1994 and field studying during 1995 and 1996. Primary Performance Task Kits (including tasks, scoring guides, benchmarked samples, and training tapes) will be ready for distribution or purchase in the fall of 1996. (Information for obtaining Primary Performance Task Kits will be available closer to publication date.)

The KELP

The KELP is a multi-faceted primary assessment system, composed of the following:

- Conversations with parents/guardians and students - The parent/guardian and/or student shares with the teacher(s) the learning that occurs outside school.
- Diary of observations - The teacher keeps brief/concise notes that describe milestones and important information about the student's learning.
- Performances - These are nine open-ended performances or projects that consist of the content areas and the multiple intelligences. They are best pieces from each year and include a reflection from the student.
- Learning Descriptions - These consist of eight developmental continua: Reading, Writing, Mathematics, Independent Learning and Citizenship, Science, Social Studies, Arts and Humanities, Motor Development – that show a student's learning through a developmental progression.
- Reporting tools - Teachers choose one reporting tool (or design their own) to use with parents when reporting a student's progress.

Complete information is kept over several years and reflects the student's progress in all the learning domains: social, emotional, physical, aesthetic, and cognitive. KELP has been carefully designed to support every part of the Primary Program, as well as the Learning Goals and related documents, but is not mandated for state-wide use. Teachers may decide to use the KELP, parts of the KELP, or another tool to form their school's primary assessment system. Although it was designed for use in primary classrooms, many schools use this instrument, with minor adaptations, with pre-school and intermediate students.

Learning Descriptions

The Learning Descriptions are a part of the KELP, but may be used independently of the other KELP components. The Learning Descriptions are closely aligned to the Grade 4 standards. It is expected that students who cluster in the fifth and sixth cells of the continuum should be successful in the fourth grade. Students may not exhibit all the characteristics in those cells but most of them should be evident. The KELP can be used as <u>one</u> of many tools to determine successful completion of the primary program. KDE is in the process of extending the Learning Descriptions to include upper elementary for all eight developmental continua.

Primary Performance Tasks

A new assessment tool, Primary Performance Tasks, has been designed to reflect the learning that occurs naturally in primary classrooms. These tasks are designed to be ongoing assessment tools for use throughout multiple years in the primary classroom and are intended to be scored by classroom teachers. There are two types of tasks: Springboard Tasks (for all primary students) and Culminating Tasks (to be used with rising fourth graders). The Culminating Tasks include components that are similar to the accountability assessments and, therefore, can be used as additional tools when making decisions concerning whether students are prepared for fourth grade.

Writing and Mathematics Teachers' Handbooks

The Teachers' Handbooks for Writing and Mathematics Portfolios contain information about portfolio development and scoring criteria to assist teachers in understanding expectations for fourth grade students. Each handbook also contains information to assist teachers in implementing appropriate mathematics and writing curricula in their classrooms at any grade level. In addition to curriculum and assessment information, both handbooks contain multiple examples of student work at each performance level, discussions of types of mathematics and writing entries, and glossaries of terms associated with mathematics and writing curriculum. These handbooks can be used by both primary and intermediate classroom teachers to further develop their understanding of the qualities of good mathematics and writing instruction and how these qualities are portrayed in student work.

Non-Accountability Tests

As part of Kentucky Instructional Results Information System, non-accountability grade testing is available for grades other than 4, 8, 11, and 12. These tests can be purchased by schools to allow students the opportunity to practice for the open-response tests at the accountability grades. These tests contain both multiple-choice and open-response questions. They are scored by trained scorers outside the school, and results are mailed to the school each year. Originally there were two tests that could be given to primary students: Primary A (for third year students) and Primary B (for fourth year students). Primary A was discontinued, but Primary B may still be purchased for use with rising fourth graders.

Interim Regulation

In 1993 *Interim Methods for Verifying Successful Completion of the Primary Program, 703 KAR 4:040,* was put in place to help teachers make decisions about students moving to Grade 4. This regulation is intended to offer processes and techniques to support decisions about whether students are prepared to exit the primary program. Primary teachers working with students who may move into the fourth grade should use this as a guide.

The regulation requires teachers to document student progress. Teachers collect written notes of observations (anecdotal records), student products or performances, and evidence of student self-reflection or assessment. The regulation clusters the Academic Expectations which teachers should target as they make decisions about student movement. The Kentucky Primary Program Student Information Form is included in the Successful Completion Information Packet and sent to every school. This form may be completed for individual students with evidence of student development (as outlined by the regulation). However, if it is recommended that a student spend an additional year in primary, the Kentucky Primary Program Student Information Form must be completed as detailed on page 4, step 2 of the Training Packet for Verifying Successful Completion of Primary Program.

Because the KELP satisfies all parts of the regulation, if a teacher uses the KELP, he/she has already documented all the necessary information. Teachers have always based their professional judgment on student performance, and they should continue to do so. All teachers, parents/guardians, and administrators who are involved with students should be consulted when making this decision. The standards that have been set for fourth grade should be kept in mind when this group reviews the child's total progress.

Fourth Grade Standards

Standards have been set for Grade 4 (writing) and Grade 5 (mathematics) through the use of benchmarks (student samples) at each performance level on the Kentucky Writing and Mathematics Holistic Scoring Guides. These guides were developed by committees of Kentucky educators over a period of several years. These guides, and the accompanying samples of student work, are available in every school, and extensive training in the use of these guides and benchmarks is provided to educators on an ongoing basis.

In addition to portfolio standards, standards have been set for performance events and open-response questions. Performance events and open-response tests are based on the Content Guidelines for Assessment, Learning Goals, Academic Expectations, and Demonstrators for Primary - Grade 4. A general scoring guide, from which specific guides are generated for each question, is available in every elementary school. Also available in schools are samples of student responses and examples of specific scoring guides. Committees of educators create the questions and activities included in open-response testing and performance events and the general and specific scoring guides.

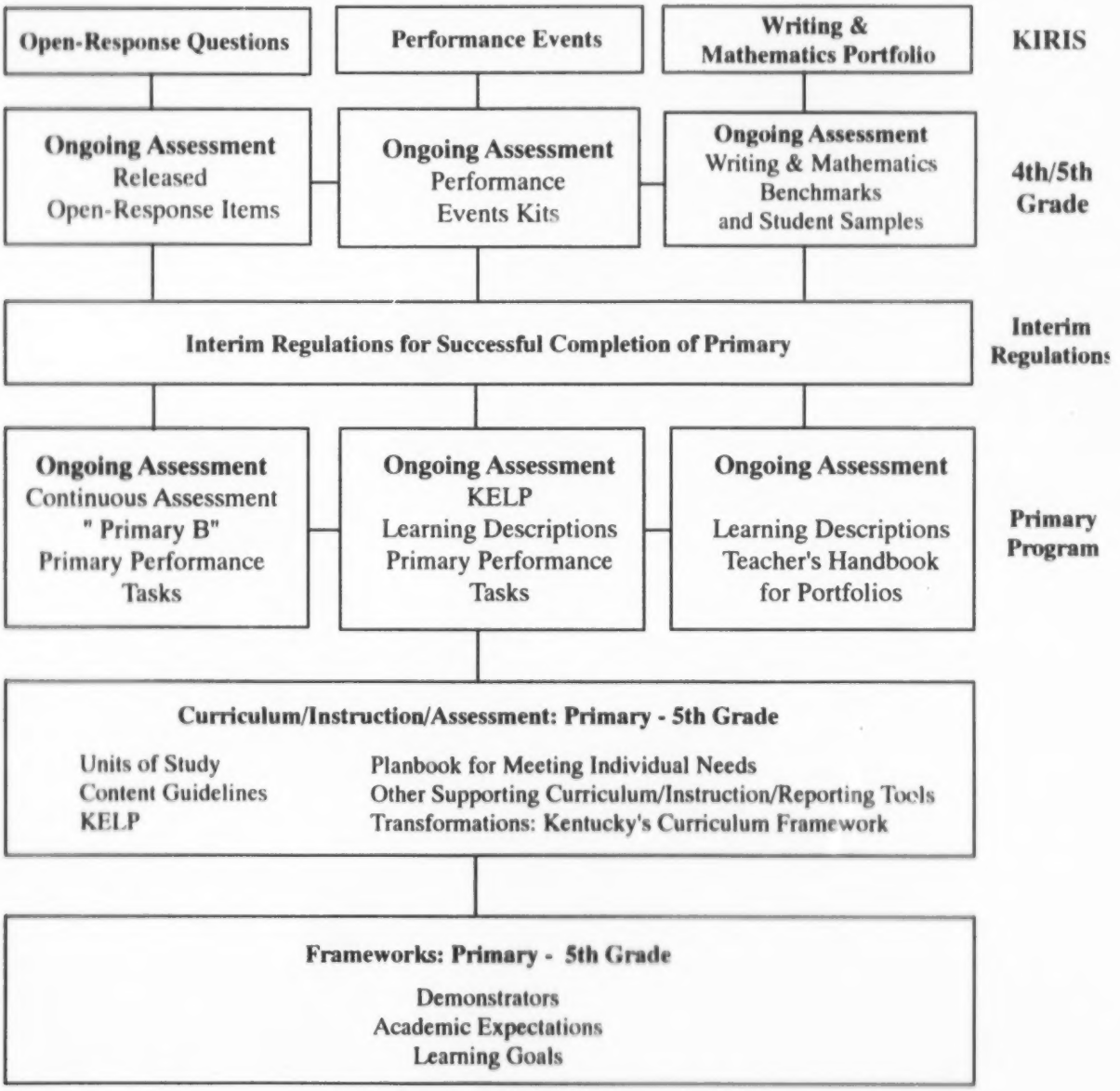
Ongoing Assessment

At Grades 4 and 5 there are several assessment items available for teachers to integrate into their curriculum and instruction. Since the 1992-93 school year, the Kentucky Department of Education has released open-response questions on an annual basis. Students who took the open-response test can discuss and reflect on their answers, and students who will participate in the assessment in following years can use these as practice when the assessment questions relate to units of study in their classrooms. The same is true with performance events. A catalog of completed performance events is released each spring, and schools may purchase kits for students to reinforce skills and content knowledge and to practice for accountability-grade performance events. Scoring guides and student response sheets are included in each kit. In addition, these kits are sent to each Regional Service Center for district and school use.

Summary

Each of the curriculum, instruction, and assessment tools discussed in this document and referenced on the chart on page 7 can work together to support successful classroom and assessment experiences for teachers and students at all grades. Although each tool stands on its own, each is also directly related to others in ways which define the foundation of Kentucky's goals and expectations for children. The pages following the chart provide a detailed explanation of each Grade 4-5 KIRIS component and show how each is directly connected with appropriate practices and assessment that take place in Kentucky's primary classrooms.

Curriculum, Instruction, and Assessment Links in the Elementary Grades


Open-Response Questions
Performance Events
Writing & Mathematics Portfolio
KIRIS
Ongoing Assessment Released Open-Response Items
Ongoing Assessment Performance Events Kits
Ongoing Assessment Writing & Mathematics Benchmarks and Student Samples
4th/5th Grade
Interim Regulations for Successful Completion of Primary
Interim Regulations
Ongoing Assessment Continuous Assessment " Primary B" Primary Performance Tasks
Ongoing Assessment KELP Learning Descriptions Primary Performance Tasks
Ongoing Assessment Learning Descriptions Teacher's Handbook for Portfolios
Primary Program
Curriculum/Instruction/Assessment: Primary - 5th Grade
Units of Study
Content Guidelines
KELP
Planbook for Meeting Individual Needs
Other Supporting Curriculum/Instruction/Reporting Tools
Transformations: Kentucky's Curriculum Framework
Frameworks: Primary - 5th Grade
Demonstrators
Academic Expectations
Learning Goals

ASSESSMENT CONNECTIONS: From the Primary Classroom Through Grade 5

This section includes assessment tools available in the elementary school. Many of these existing assessment tools are used for accountability purposes. Each of the accountability assessment components is complemented by on-going assessment tools for primary teachers. The following pages describe each accountability assessment component and its primary counterpart. The descriptions provide a picture of the purpose of each tool, scenarios of student participation, and the similarities and differences between the primary and intermediate tools. The discussions and scenarios provided for each assessment tool will clearly demonstrate the direct connection between ongoing instruction and assessment at the primary level and the assessment expectations in Grades 4 and 5.

ASSESSMENT CONNECTIONS: Primary Performance Tasks and Fourth Grade Performance Events

The following chart provides a narrative description of both the on-going assessment and accountability tools provided for the assessment of **performances**. In addition, the direct connections between these two components are outlined in the center section of the chart.

PRIMARY PERFORMANCE TASKS	CONNECTION	FOURTH GRADE PERFORMANCE EVENTS
Primary Performance Tasks will be made available to elementary schools across the state during the 1996-97 school year. Primary Performance Tasks, based on the KELP Performances and the Academic Expectations, are group and individual activities designed for use and scoring by classroom teachers throughout the school year. They are intended for integration into individual classroom curricula, providing opportunities for students to use a variety of materials similar to those they use every day and to apply knowledge and skills to produce products and solve problems. In addition, teachers are encouraged to develop their own tasks for use in their classrooms. These tasks are presented in two categories: Springboard Tasks (ongoing assessment and practice tasks for P1 - P4 students) and Culminating Tasks (assessment tasks that are more formal and are used with P4 students).	**require students to work in groups and individually to produce products and solve problems**	Performance Events testing is a group and individual testing situation in which all 4th Grade students present in a school on its day of testing must participate. Performance Events require students to work in groups and individually to use their knowledge and skills to produce products or solve problems. Performance Events tasks are designed to be similar to the kinds of group and individual activities students experience on an ongoing basis in schools. During Performance Events, students have access to a wide variety of materials, just as they do during daily classroom instruction.
	include tasks that are designed to be similar to those activities in which students participate throughout the school year	
	provide opportunities for students to use materials they encounter every day in their classrooms	
	use Kentucky's Six Learning Goals, Academic Expectations and Demonstrators as a foundation for development	

KIRIS ASSESSMENT SCENARIO: PRIMARY PERFORMANCE TASKS

As Mrs. Munez designs a unit on the water cycle, she includes a Primary Performance Task during which students design a water filtering model. During the unit, she assigns this task to Lin's group. Lin's group works together, finding information in texts and other references in the classroom. The group uses 2-liter bottles, coal, sand, pebbles, and cotton to design a model and presents this model to their peers and teacher. After their presentation, Lin and the other members of the group spend time individually reflecting on their experience and completing three follow-up activities: drawing a diagram of the model, writing an explanation of the filtering process, and discussing how their information could be used to better inform their community about the importance of clean drinking water.

GOAL 2: Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

ACADEMIC EXPECTATIONS:

2.1 — Students understand scientific ways of thinking and use those methods to solve real-life problems.

2.4 — Students use the concepts of scale and scientific models to explain the organization and functioning of living and non-living things and predict other characteristics that might be observed.

SKILLS: conducting research, finding materials, measuring (linear, volume, weight, etc.), classifying, sorting

KIRIS ASSESSMENT SCENARIO: PERFORMANCE EVENTS

Jerome enters the testing room and is randomly assigned to a Science Performance Events Task. The task requires Jerome's group to complete an experiment focusing on water displacement, to collect data, and to write up the results of the experiment. Jerome's group has a pail of water, multiple balls of different sizes, weights, miscellaneous materials, and Student Response Forms that provide information, directions, and questions to be completed. The group uses the materials to conduct their experiment and discuss their results. After the group completes the experiment, Jerome and his partners work individually, without further discussion, to answer a number of open-response questions about their results and predictions based on their experiment experience.

GOAL 2: Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

ACADEMIC EXPECTATIONS:

2.1 — Students understand scientific ways of thinking and working and use those methods to solve real-life problems.

2.2 — Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.

SKILLS: following directions, making inferences, predicting, measurement (linear, volume, weight, etc.)

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ASSESSMENT CONNECTIONS: KELP Writing Learning Description and Fourth Grade Writing Portfolio Assessment

The following chart provides a narrative description of both the accountability and on-going assessment tools provided for the assessment of **writing.** In addition, the direct connections between these two components are outlined in the center section of the chart.

KELP WRITING LEARNING DESCRIPTION	CONNECTION	FOURTH GRADE WRITING PORTFOLIO
The Writing Learning Description is intended to provide primary teachers with a sequential map along which primary children's writing is likely to develop during their years as writers in the primary classroom. Primary teachers use the Learning Description to conduct ongoing assessment of students growth in writing throughout the primary years. The Writing Learning Description is based on the understanding that primary students will have a variety of writing experiences and that they will write in a variety of forms, for a variety of authentic purposes and audiences. The Writing Learning Description assesses student growth in writing using the following criteria: • Purpose/Meaning/Idea Development • Organization • Sentences/Language • Correctness The foundation of the Writing Learning Description is the Kentucky Writing Holistic Scoring Guide, the same tool used to assess Writing Portfolios at Grades 4, 8, & 12.	**provide students with a variety of developmentally appropriate writing experiences throughout the school year** **directly assess student demonstration of writing ability** **use similar criteria and language to assess student performance in writing, while considering the age and experience of the student** **provide students with an opportunity to enter fourth grade with pieces of writing for the portfolio working folder**	Kentucky Writing Portfolio is designed to assess student performance in writing for a variety of authentic purposes and audiences, in a variety of forms. Throughout the school year, students develop multiple pieces of writing, working through an appropriate writing process (prewriting, drafting, conferencing, revising, editing, and publishing). As development time concludes, students select five best pieces of work, one each within the following categories: • personal narrative • short story/poem/play • support a position/idea, tell about a problem/solution, or inform • one content area piece • a personal selection The student also develops a letter to the portfolio reviewer, discussing the pieces selected and the student's growth as a writer. This completed portfolio is assessed using the Kentucky Writing Holistic Scoring Guide. The assessment focuses on six main criteria: • Purpose/Audience • Idea Development/Support • Organization • Sentences • Language • Correctness Individual student performances are compiled at the school level to assess the growth of the school's writing instructional program from one year to the next.

KIRIS ASSESSMENT SCENARIO: WRITING LEARNING DESCRIPTION

Every student in Mr. Moore's multi-age classroom contributed ideas to the language experience chart. They drafted a group letter to the principal about their agenda for "Family Night." Mr. Moore then used that model to explain the following individual task. Students were asked to write letters to their families inviting them to attend "Family Night." Jaya's letter included the classroom agenda and a labeled drawing of the learning center she wanted her family to visit. She also attached a hand-drawn map of the classroom to the invitation. Mr. Moore made a photocopy of the letters for the students' writing folders and will use the Writing Learning Description to assess the work in each folder and to conference with the students to discuss their progress.

GOAL 1: Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

ACADEMIC EXPECTATION:

1.11 — Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

SKILLS: writing a personal letter using proper letter form; addressing envelopes with capital letters, punctuation and abbreviations; conferencing with peers, conferencing with teacher to determine focus and brainstorming details for supporting a focused purpose.

KIRIS ASSESSMENT SCENARIO: WRITING PORTFOLIO

Eli has spent the year developing a variety of written pieces he wishes to include in his portfolio. Eli has just completed his letter to the reviewer in which he discusses the pieces in his portfolio and reflects upon his growth as a writer. Eli adds his letter to his portfolio and prepares for a final conference with his teacher. During this conference Eli and his teacher talk about the quality of his work, using the Kentucky Writing Holistic Scoring Guide language and criteria to evaluate Eli's work. Eli and his teacher agree that Eli's portfolio demonstrates many strengths, including writing for authentic purposes and audiences. They also agree that Eli has difficulty organizing his ideas and using appropriate language. Eli leaves the conference with clear information concerning his writing strengths and needs. Eli's teacher will continue to use the Kentucky Writing Holistic Scoring Guide as she completes a final conference with Eli's grandparents and reports a score for Eli's portfolio.

GOAL 1: Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

ACADEMIC EXPECTATION:

1.11 — Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

SKILLS: writing a letter with proper attention given to content and correctness, conferencing with teachers to assess strengths and needs of writing, reflection on work and self-assessing

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ASSESSMENT CONNECTIONS: KELP Mathematics Learning Description and Fifth Grade Mathematics Portfolio

The following chart provides a narrative description of both the accountability and ongoing assessment tools provided for the assessment of **mathematics**. In addition, the direct connections between these two components are outlined in the center section of the chart.

KELP MATHEMATICS LEARNING DESCRIPTIONS	CONNECTIONS	FIFTH GRADE MATHEMATICS PORTFOLIO
The Mathematics Learning Description is intended to provide primary teachers with a sequential map along which primary children's mathematical skills are likely to develop. Primary teachers use the Learning Description to conduct on-going assessment of individual students' growth in mathematics throughout the primary years. The Mathematics Learning Description assesses student growth in Mathematics using the following criteria: • Problem Solving • Communications/Connections • Spatial Concepts • Procedures • Numbers The Mathematics Learning Description is based on the understanding that primary students will have a variety of experiences with multiple types of mathematics, and that they will participate in a variety of activities and use various mathematical tools. The foundation of the Mathematics Learning Description is the Kentucky Mathematics Holistic Scoring Guide, the same tool used to assess Mathematics Portfolios at Grades 5, 8, & 12.	**provide students with a variety of developmentally-appropriate, real-world mathematics experiences throughout the school year** **directly assess student demonstration of mathematics ability** **use similiar criteria and language to assess student performance in mathematics, while considering the age and experience of the student** **align with National Council of Teachers of Mathematics Standards**	Mathematics Portfolio assessment is designed to assess student understanding of mathematical concepts and procedures. Throughout the school year, students participate in multiple mathematics tasks, creating multiple types of portfolio entries using a variety of mathematical tools. As portfolio development time concludes, students select five to seven best pieces of work. The student also develops a letter to the portfolio reviewer, discussing the pieces selected and the student's growth as a mathematician. This completed portfolio is assessed using the Kentucky Mathematics Holistic Scoring Guide. The assessment focuses on five main criteria: • Problem Solving • Reasoning • Mathematical Computation • Understanding/Connecting Core Concepts • Types and Tools Individual student performances are compiled at the school level to assess the growth of the school's mathematics instructional program from one year to the next.

KIRIS ASSESSMENT SCENARIO: MATHEMATICS LEARNING DESCRIPTION

Using Goal 1: 1.8 to create classroom activities for a broad-based school theme on "Movement," Jamal's teacher has developed a unit on transportation. Jamal and his classmates use library materials and auto manufacturers' brochures for research information about their favorite model cars. Then they engage in measuring strings and cutting them to equal the lengths of the various automobiles. Jamal records his research, uses a shoe box to construct a scale model, graphs/charts his data, and presents his findings to the class. Jamal's teacher videotapes the performance and products and uses the Mathematics Learning Description to evaluate Jamal's work.

GOAL 1: Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

ACADEMIC EXPECTATION: 1.8 — Students gather information and communicate ideas by measuring.

GOAL 2: Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their real lives.

ACADEMIC EXPECTATION: 2.10 — Students understand measurement concepts and use measurements appropriately and accurately.

SKILLS: using addition, subtraction, multiplication and division concepts to solve a problem; calculating perimeter and area through linear measurement; gathering and displaying data; linear measuring using rulers, meter sticks, tape measures, etc; using proper terminology to communicate results; recording information; selecting appropriate measuring tools for a task; applying measurement to real life situations; identifying references; constructing models; communicating findings

KIRIS ASSESSMENT SCENARIO: MATHEMATICS PORTFOLIO

Tiffany has spent the year completing a variety of pieces she wishes to include in her mathematics portfolio. Tiffany is reviewing a piece in which she explained the process used to calculate the total square footage of her bedroom and compare the total cost of installing three varieties of carpet. She is currently revising the piece by adding a comparative table which illustrates the total cost of installing the three different carpets. As she completes her revision, she adds the piece to her completed portfolio and is prepared for a final conference with her teacher. During this conference Tiffany and her teacher talk about the quality of her work, using the Kentucky Mathematics Holistic Scoring Guide language and criteria to evaluate her work. Tiffany and her teacher agree that her portfolio demonstrates many strengths, including problem solving and use of different tools. They agree that Tiffany has difficulty with communicating/making connections and reasoning. Tiffany leaves the conference with clear information concerning her mathematical strengths and needs. Tiffany's teacher will continue to use the Kentucky Mathematics Holistic Scoring Guide as she completes a final conference with Tiffany's parents and reports a score for her portfolio.

GOAL 1: Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

ACADEMIC EXPECTATION: 1.8 — Students gather information and communicate ideas by measuring.

GOAL 2: Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their real lives.

ACADEMIC EXPECTATION: 2.10 — Students understand measurement concepts and use measurements appropriately and accurately.

SKILLS: using addition, subtraction, multiplication and division concepts to solve a problem; calculating perimeter and area through linear measurement; linear measuring using rulers, meter sticks, tape measures, etc; using proper terminology to communicate results; recording information; use of abbreviations (in, cm, lbs, etc.); selecting appropriate measuring tools for a task; applying measurement to real life situations; conferencing and self-assessing

ASSESSMENT CONNECTIONS: Primary Performance Tasks, Primary Non-Accountability Grade Test, and Fourth Grade Open-Response Testing

The following chart provides a narrative description of both the accountability and ongoing assessment tools provided for assessment of **multiple content areas.** In addition, the direct connections between these three components are outlined in the bottom section of the chart.

PRIMARY PERFORMANCE TASKS	PRIMARY NON-ACCOUNTABILITY GRADE TEST	FOURTH GRADE OPEN-RESPONSE TESTING
Primary Performance Tasks will be made available to elementary schools during the 1996-97 school year. Primary Performance Tasks (based on the KELP Performance and the Academic Expectations) are group and individual activities designed for use by classroom teachers throughout the school year. They are intended for integration into individual classroom curricula. They provide opportunities for students to use a variety of materials similar to those they use every day and to integrate and apply their knowledge and skills to answer open-response questions after the completion of tasks. In addition, teachers are encouraged to develop their own tasks for use in their classrooms. Many tasks require students to generate on-demand pieces of writing related to task content.	The primary non-accountability grade test (Primary B) is an individual testing situation. All Kentucky public schools have the option to purchase this test to provide students wth testing experiences similar to those they will encounter during the fourth grade open-response test. Like the open-response test, the primary non-accountability grade test requires students to integrate and apply learned information to produce answers to open-response and multiple-choice questions in a variety of content areas: • Reading • Mathematics • Science • Social Studies • Writing	The open-response test is an individual testing situation. Each year, all fourth grade students enrolled in a Kentucky public school during the spring testing window participate in open-response testing. The open-response test is comprised of open-response questions in multiple content areas: • Reading • Mathematics • Science • Arts and Humanities • Practical Living • Vocational Students • Writing The open-response test requires students to integrate and apply learned information to communicate information in an open-response format.

CONNECTIONS

require students to complete open-response questions in multiple subject areas

require students to write in on-demand situations

SCENARIO: PRIMARY PERFORMANCE TASK

Reggie and his classmates completed a unit about states that surround Kentucky. As a final activity, he completed two open-response questions: "What are some things about the state you researched that are different than Kentucky?" and "Draw a map of the state you researched that shows interesting facts about the state. Include a key." He researched Indiana and listed these differences between Indiana and Kentucky: the lack of mountains, the Indianapolis 500, pro basketball and football teams, and the fact that only four states surround Indiana. He drew Indiana and included the state bird, flag, and tree. He showed the locations of the Indianapolis 500, the Pacers and the Colts, and where most of the corn was grown. He drew a key at the bottom of the page to show the corn areas and the ball teams.

GOAL 1: Develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

ACADEMIC EXPECTATION:

1.1 — Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.

GOAL 2: Develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

ACADEMIC EXPECTATION:

2.22 — Students create works of art and make presentations to convey a point of view.

2.19 — Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

SKILLS: comparing and contrasting, summarizing, writing, developing main points, map making, making keys, conducting research.

SCENARIO: PRIMARY NON-ACCOUNTABILITY GRADE TEST

Because this test is secure, this is not an actual test question, but is similar in nature.

Corina was asked to turn to the science section and complete an open-ended question about a dog who likes to drink from puddles. After two days of sunny/warm weather, the big puddles were dry. Corina was asked to explain how this could happen, what would need to happen if water were to form puddles again, and what would be some other ways for the dog to get water. Corina explained about the evaporation process, but also said the more the dog drinks the less water there is to evaporate. She told that there will be puddles again when it rains. She made a list of places a dog could get water - lake, river, pond, fountain, or from someone nice enough to leave it out in a bowl for dogs like this one.

GOAL 2: Develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

ACADEMIC EXPECTATION:

2.1 — Students understand scientific ways of thinking and working and use those methods to solve real-life problems.

SKILLS: sequencing events, explaining cause and effect, writing a summary.

FOURTH GRADE SCENARIO: OPEN RESPONSE TEST

Nikki received the Open-Response Test booklet and was directed to open her book to the Social Studies section. The question read: "Suppose you want to create a Visitor's Guide for the part of Kentucky near your home town. Make a list of three interesting places that tourists might like to see in that area. Tell why you chose each place." Since she lives near Georgetown, she selected a tour of the Toyota Plant, the Kentucky Horse Park, and a visit to an outlet mall. She gave an explanation of each place and why people would want to go there. She added small pictures to make it more interesting.

GOAL 2: Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

ACADEMIC EXPECTATION:

2.19 — Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

SKILLS: organizing thoughts, writing descriptive language, summarizing geographic locations, understanding directionality.

CURRICULUM & ASSESSMENT RESOURCES FOR ELEMENTARY TEACHERS

CONTENT GUIDELINES FOR ASSESSMENT

Designed to provide KIRIS assessment information which will enable districts and schools to make appropriate curriculum decisions

This document defines for elementary, middle, and high schools a pool of content that may be addressed on the KIRIS assessment. It is divided into the subject areas of reading, mathematics, social studies, science, vocational education, practical living, and arts & humanities. It is not intended to be used exclusively for curriculum development, but is designed to provide assistance in preparing for assessment. It is consistent with Kentucky's Academic Expectations, *Transformations: Kentucky's Curriculum Framework*, and existing national standards. It may be ordered from the Office of Communications at the Kentucky Department of Education (see attached order form).

THE KENTUCKY EARLY LEARNING PROFILE (KELP)

Designed to provide a vehicle for ongoing assessment of student progress throughout the primary program (and may also be used in intermediate grades)

The KELP is a multi-faceted primary assessment system composed of conversations with parents/ guardians and students, diary of observations, performances, learning descriptions, and optional reporting tools to use with parents when reporting a student's progress. This documentation is kept over several years and reflects the student's progress in all the domains: social, emotional, physical, aesthetic, and cognitive. Every elementary school principal and district superintendent received a basic KELP set in July 1994. Copies may be duplicated from the original or purchased from Capital Printing, 4530 Bishop Lane, Louisville, KY 40218 (502-458-3117, fax 502-459-0144) or from Pippa Valley Printing, HC 73, Box 302, Pippa Passes, KY 41844 (606) 368-3330.

LEARNING DESCRIPTIONS

Designed to provide primary teachers with a tool to assess the progress of primary students within multiple content areas

The learning descriptions are a part of the KELP assessment system, but may be used independently from the other components. These descriptions are in the areas of arts and humanities, independent learning and citizenship, mathematics, motor development, reading, science, social studies, and writing. The Learning Descriptions are aligned with Grade 4 standards. This should be used as **one** tool to determine successful completion of the primary program. One set of Learning Descriptions (independent learning and citizenship, mathematics, reading, and writing) was sent to every elementary school principal and district superintendent in July 1994 . The second set (arts and humanities, motor development, science, and social studies) was distributed to these same individuals in June of 1995. Copies may be duplicated from the original or purchased from Capital Printing, 4530 Bishop Lane, Louisville, KY 40218 (502-458-3117, fax 502-459-0144) or from Pippa Valley Printing, HC 73, Box 302, Pippa Passes, KY 41844 (606) 368-3330.

BEST COPY AVAILABLE

MATHEMATICS CORE CONCEPT SERIES

Designed to provide teachers with information about Kentucky's Mathematics Core Concepts and to provide strategies for curriculum and instruction in mathematics classrooms

This three-part series (one telecast each for Grades 5, 8, & 12) focuses on the Core Concept Demonstrators with discussion of planning and organizing instruction, creating a positive classroom environment, instructional strategies, and assessment information. This series was broadcast for taping during the 1994-95 school year, via Star Channel, and may be ordered directly from KET (800) 432-0951.

PERFORMANCE EVENTS KITS

Designed to provide teachers with appropriate models for performance-based group assessment activities and to provide students with experiences similar to those included during Performance Events Testing

These kits are exact duplicates of Performance Events conducted in Kentucky public schools during each previous year. Kits are available with all materials included (printed and hands-on) or with just printed materials. Kits have been purchased by local districts and schools since the 1992-93 school year and are already available in schools, districts, and at Regional Service Centers. New kits are available each year (at cost) through Advanced Systems (800)753-2324.

A PLANBOOK FOR MEETING INDIVIDUAL NEEDS IN PRIMARY SCHOOL

Designed for schools and school teams to provide a systemic planning process that will assist them in meeting the needs of individual students and includes the directory of professional development offerings, resources and materials to support the self-guided planning process

The format integrates available materials and resources organized around the Seven Critical Attributes of Kentucky's Primary Program and includes user-friendly teacher materials intended to minimize teacher workload and maximize student results. Connections between instruction and assessment are exemplified through strategies which provide "hands-on" experiences, address multiple intelligences, and incorporate flexible grouping of students. It may be ordered from the Office of Communications at the Kentucky Department of Education (see attached order form).

PRIMARY PERFORMANCE TASKS

Designed to provide teachers with sample performance tasks to be used in conjunction with ongoing units of study in primary classrooms

This form of continuous assessment consists of activities (tasks) that are congruent with the primary curriculum. Each task has a teacher's guide, student activity sheet, response pages, and a specific scoring guide. These tasks are designed to reflect the learning that occurs naturally in classrooms, to be used throughout the year in context of thematic units, and to be scored by the teacher with feedback and self-reflection for students. These tasks have been divided into springboard tasks (for all primary students) and culminating tasks (to be used with rising fourth graders). The culminating tasks should be used as another tool when making decisions concerning successful completion of the primary program. In addition to these sample tasks, the Primary Performance Tasks include a teaching tool to assist primary teachers in developing their own tasks and scoring guides for units they plan in their individual classrooms. This kit will be available in Fall 1996 (contact Advanced Systems, (800)753-2324 for more information).

RELEASED ITEMS

Designed to provide examples of open-response released items, including examples of student work at each score point

These released items can be used in classrooms for discussion and practice focusing on strategies for answering open response questions. Open-response released items and scoring guides are disseminated to District Assessment Coordinators in each Kentucky public school district each year and are available through Regional Service Centers.

TRANSFORMATIONS: KENTUCKY'S CURRICULUM FRAMEWORK

Designed to provide direction and assistance to districts in the development of local curriculum

Volume I contains Kentucky's six learning goals and academic expectations. Other key components include samples of *Teaching/Assessment Strategies*, suggestions for *Activities*, *Ideas for Incorporating Community Resources*, *Demonstrators* which indicate developmental levels of students' progress towards the goals, *Learning Links* which connect real-life situations and integrate content areas, and *Reflections* which establish rationale for each academic expectation. ***Volume II*** focuses on the curriculum development process. It includes a *Local Curriculum Development Guide*, suggestions for *Transforming the Learning Environment*, examples of *Alternative Uses of School Time*, instructional and community *Resources*, and practical suggestions for developing culminating performances with scoring guides. It may be ordered from the Office of Communication at the Kentucky Department of Education (see attached order form).

WRITING PORTFOLIO TEACHER'S HANDBOOK, SECOND EDITION

Designed to assist teachers in implementing writing instruction and compiling and scoring writing portfolios

The handbook is divided into three sections. Section I focuses on appropriate writing instruction and basic requirements for the Kentucky Writing Portfolio. Section II focuses on standards and scoring practices and includes the scoring guide, conference forms, and student samples (single pieces and portfolios) demonstrating Kentucky standards. Section III contains lists of resources, including additional materials, telecasts, and resource personnel. Black-line masters of this handbook are available in all Kentucky public schools and may be ordered from the Office of Communications at the Kentucky Department of Education (see attached order form).

WRITING WORKSHOP SERIES

Designed to provide teachers with classroom strategies for each component of any successful writing workshop classroom

The series is divided into five telecasts, each conducted by a team of elementary, middle, and high-school teachers. The telecasts include *The Working Folder, Generating Topics, Revision Conferences, Editing Conferences, and Publishing*. This series was broadcast for taping during the 1994-95 school year, via Star Channel, and may be ordered directly from KET (800) 432-0951.

MATHEMATICS PORTFOLIO TEACHER'S GUIDE

Designed to assist teachers in implementing mathematics instruction and compiling and scoring mathematics portfolios

The handbook is divided into three sections. Section I focuses on basic requirements for the Kentucky Mathematics Portfolio. Section II focuses on portfolio development, including guidelines for generation of student work, the student conference form, and criteria for appropriate practice. Section III deals with portfolio scoring (fifth grade student work may be found in Kentucky Mathematics Portfolio Grade 5 Scoring Manual). Blackline masters of this handbook are available in all Kentucky public schools and may be ordered from the Office of Communications at the Kentucky Department of Education (see attached order form).

ADDITIONAL RESOURCES FOR PRIMARY AND ELEMENTARY TEACHERS

An Innovation Component Configuration Map for Primary Schools

Continuous Progress Throughout the Elementary Program - A Position Paper

Educating Kentucky's Primary Gifted and Talented Student: A Workbook and Summary

Gifted and Talented Education Technical Assistance Guide

The Kentucky Institute for Education Research: The Implementation for Education Research

Language and Behavior Awareness Survey

Moving Toward A Primary Program

Multi-Age/Multi-Ability - A Guide to Implementation for Kentucky's Primary Program (Draft 10/13/94)

Position Statement for Elementary and Secondary Education on Multi-Age/ Multi-Ability Grouping in the Primary Program

Primary Thoughts: Implementing Kentucky's Primary Program

Qualitative Reporting - Including Suggestions for Interim Primary Progress Reports

Sample Primary Progress Report- Voluntary Program Review 94-Prim-134

State Regulations and Recommended Best Practices for Kentucky's Primary Program

Summary of Investigation of Research on Tracking and Ability Grouping

"Transitions" - Building A Bridge of Lifetime Learning

The Wonder Years - Kentucky's Primary School